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ABSTRACT

The final financial status and performance report for a library literacy program project at the Yuma City-County Library (Arizona) begins with a brief statement of general information about the grant. This is followed by a narrative report that delineates the goal of the project--for the library to take a leadership role in developing, implementing, and coordinating an adult literacy program in Yuma County--and explains how it was accomplished. The eight objectives of the project are then outlined: (1) to expand the scope and availability of literacy materials; (2) to expand support for the Yuma Reading Council; (3) to expand language literacy services to the Hispanic population; (4) to expand literacy programs and services to women; (5) to expand literacy programs to migrant farm workers and Native Americans; (6) to expand services to the hearing impaired; (7) to hire a Literacy Coordinator for the duration of the grant cycle; and (8) to involve and train volunteers and staff for participation in literacy programs. Activities engaged in to meet each of these objectives are listed and the overall results of the project are discussed. Information on workshops held and a summary of library materials purchased with grant money conclude the report. Copies of two of the "coping kits" ("Filling Out a Job Application" and "Preparing a Resume") which were produced as part of the grant project are attached, together with a software bibliography that was developed for use with the computer-assisted learning portion of the project. (CGD)

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LIBRARY LITERACY PROGRAM PROJECT

FINAL FINANCIAL STATUS AND PERFORMANCE REPORT

Yuma County Library District, Arizona

1988

IR052682

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FINAL FINANCIAL STATUS AND PERFORMANCE REPORT

Part I: General Information

1. Name and address of organization receiving grant.
   Yuma City-County Library
   350 S. Third Avenue
   Yuma, Arizona 85364

2. Name and telephone number of person preparing this report.
   Anna L. Martin
   (602) 343-9363

3. Grant Number G008610841

4. Grant amount and the actual amount expended.
   $24,988 grant amount - $24,988 amount expended.

Part II: Narrative Report

1.

The goal of the project was for the Yuma City-County Library to take a leadership role in developing, implementing and coordinating an adult literacy program in Yuma County. Without question this goal was met through the project. The Yuma library is now recognized as a leader in the area of adult literacy not only in Yuma County but also in the state. There have been numerous inquiries about our program from different areas of the state wanting information on how they can duplicate all or parts of our program for their use.

A comparison of the objectives show that each one of them were met in a satisfactory manner. The objectives and how they were met are outlined below.

Objective 1 To expand the scope and availability of literacy materials. This objective was met in the following manner:

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1. A literacy reference collection was established at the main library.
2. A core collection of high-interest, low-reading-level materials was purchased for the main library.
3. A core collection of high-interest, low-level books was placed in satellite locations. Those sites were the Arizona Western College library, the Wellton branch library, the San Luis branch library, and the Safe House.
4. Coping kits were produced in the areas of "Filling Out a Job Application", "Getting a Social Security Card", "Writing a Resume", and "Reading Labels", for use by persons of low-level reading ability.
5. ESL books were purchased for use by the Hispanic population.
6. Video cassettes were purchased in the area of English Language instruction.
7. Two Appple IIe computers were purchased along with software programs in the area of reading, language and basic math.
8. A basic skills computer learning center was established at the main library.

Objective 2 To expand support for the Yuma Reading Council.

The following strategies were used to meet this objective.

1. Additional supplemental materials were purchased for the main library.

2. Laubach Literacy materials were purchased to strengthen the core of materials used in the program.
3. Coping kits were developed that were used by the tutors in conjuction with other reading materials.
4. Six Laubach tutor training workshops were held during the course of the project.
5. A portion of the literacy coordinator's time was assigned to assist the Yuma Reading Council develop their program.

Objective 3 To expand language literacy services to the Hispanic population. In order to meet this objective the following were accomplished:

1. Language literacy video tapes were purchased for the library's Language Literacy Center.
2. Computers and software were purchased which are used in the Language Literacy Center.
3. The Laubach ESOL tutoring program was dramatically increased.

Objective 4 To expand literacy programs and services to women. To achieve this objective the following were done:

1. Coping kits were developed which included subjects of concern to women.
2. A core collection of materials was established and maintained at the Safe House, a shelter for women.

3. The Laubach tutoring program increased the number of women receiving services.

Objective 5 To expand literacy programs to migrant farm workers and native Americans. This objective was met in the following manner:

1. A core collection of low-level, high-interest materials was established at the San Luis branch library.
2. Laubach tutors were available for tutoring.

Objective 6 To expand services to the hearing impaired. These methods were used to achieve this objective:

1. Computer software of interest to adults, which teaches basic skills and language learning, was purchased.
2. Language and reading materials were purchased which are available to persons with special needs.

Objective 7 To hire a Literacy Coordinator for the duration of the grant cycle. This objective was accomplished with the following results:

The Coordinator-

1. Worked with the Yuma Reading Council in developing a public relations campaign.
2. Prepared brochures and newsletters for the Reading Council.
3. Disseminated information on library literacy programs and materials.

4. Served as a liaison with local agencies, service organizations and businesses.
5. Conducted workshops to train volunteers and staff in the use of the Apple IIe computers.
6. Worked with the media to promote the literacy programs and services.
7. Implemented an on-going public awareness program.
8. Worked with the Community Resource Committee.
9. Coordinated volunteers to tutor and to assist the program in other areas.

Objective 8 To involve and train volunteers and staff for participation in literacy programs. The following strategies were used to accomplish these objectives:

1. Workshops were held to train tutors to use the Laubach method. Two library staff members became certified Laubach tutors.
2. In-service training workshops were held to assist those already tutoring.
3. Patrons needing help were linked with the volunteers who were trained to help them.
4. A Community Resource Advisory Board was organized.

This project has had a tremendous impact upon the ongoing programs of both the Library and the Yuma Reading Council. A coordinator was hired for the duration of the grant to work 25 hours weekly in cooperation with the Yuma Reading Council. At the conclusion of the grant the Library

absorbed 22 hours of that position into its 1987-88 budget and the Reading Council has been supporting the remaining 18 hours to bring this to a full time position. At that, the program has grown to such proportions that more help is needed in both areas.

As a result of this project, the program now reaches the Cocopah Indian Reservation, has enrolled a number of Hispanics who have applied for permanent status under the Immigration Law, and includes both high school drop-outs and persons who received high school diplomas although they were functionally illiterate.

The Computer Assisted Learning Center has been one of the most successful portions of the project. It has been well received by both the tutors and students. The computer has been found to be an excellent tool to spark interest and give variety to the tutoring given by the volunteer tutors. The computers are used daily at varying times during the day. Some of the tutors regularly have lessons using the computer one day each week and follow their regular lessons the other class time.

A concerned citizen learning of the program made a donation with which another computer was purchased. This computer is used by the coordinator for administrative purposes, e.g., record keeping, correspondence, reports, flyers and brochures.

Not only were many new volunteers trained in the Laubach method of tutoring but several volunteers were also

found to assist in the program in other ways. Some recorded tapes to be used with the Cassette Controlled Device which attaches to the computer, some worked in the office to give clerical assistance and others helped in producing coping kits.

Since the inception of this project the number of students being tutored in the Laubach Literacy program has increased by 550%. When the coordinator was employed there were 32 students in the Laubach program. During the 1987 calendar year 212 students received tutoring. Of that figure 66% were female and 34% were male. A breakdown by ethnic groups show 74% Hispanics, 16% white, 4% each Oriental and black and 2% Native American and other.

The library was assigned a Literacy VISTA Volunteer to work with both the library program and the Reading Council. During the three months since her assignment she has begun to establish a volunteer literacy program in southern Yuma County (Somerton and San Luis). Through the auspices of the Arizona State Library, a computer has been purchased to support literacy instruction in the San Luis Branch Library, and it will be available to literacy students in programs operated by Arizona Western College and Yuma Elementary School District #1.

An important step has been taken in the formation of a Yuma Literacy Coalition to promote literacy and literacy programs in the Yuma area. Literacy providers who are members of the Coalition include the Yuma Library, the Yuma

Reading Council, the school district's Adult Basic Education and GED programs, Arizona Western College's Developmental Education staff, JTPA, SER, high school and elementary school reading coordinators, The Yuma Daily Sun, and social service agencies. An information and referral service has been established through the literacy coordinator. The group, although still in its formative stage, is benefitting from the newly established lines of communication and the ability to draw upon one another's strengths. The need for this organization to continue to grow is apparent to everyone involved.

2. Other appropriate information.

The Yuma Reading Council is a Laubach Literacy Affiliate. During the 1987 calendar year the Reading Council conducted six workshops to train volunteer tutors in the Laubach method of instruction. Of that number four workshops were to train tutors to teach English to Speakers of Other Languages, and two were workshops to train tutors to give instruction in Basic Literacy. The Basic Literacy workshops consisted of 12 hours of instruction each and the ESOL workshops each contained from 16 to 18 hours of training. In those six workshops there were 71 persons trained to provide literacy services to the community.

The coordinator conducted a workshop to train persons to use the Apple IIe computers and educational software.

Seven persons were in attendance at that workshop. Later individual instruction was given to others at various times.

The following is a summary of the library materials purchased with grant monies:

Item	Number
Apple IIe computers	2
Imagewriter printer	1
Computer cabinets	2
Video Viewer cabinets	2
Educational software programs	61
Administrative software	10
Cassette Controlled Device	1
Cassette recorders	2
Cassette tape copiers	1
Language Masters	3
Language Master cards (blank)	300
" " " (Sight Words)	1 set
Video cassettes (ESL 3 vol. set)	1 set
" " (Literacy)	1 set
" " (Math)	1
Audio cassettes (ESL)	7
" " (Read-Along books and magazines)	35
" " (Vocational)	5
" " (Blank, for computer programs)	50
Survival books/workbooks	85
4 vol. loose leaf notebooks, survival skills	1 set

Vocational reader sets	2 sets
High-interest, low-level pleasure reading books	342
Basic reading and grammar	79
High-interest, low-level magazines	23
" " " " "	1 subscription
Books of special ESL interest	27
Teacher resource books	56
Fabric for coping kits	12 yds.
Installation of separate telephone line	
Phone Answering System	

ACKNOWLEDGMENTS

Grateful acknowledgment is made to the following for permission to reprint copyrighted material:

American Correctional Association, from their booklet, "Filling Out a Job Application", pages 5,6,8,10.

Cambridge: The Adult Education Company, from their booklet, "Job-Hunting Know-How: Reading Strategies by Objective," pages: 32,34-37; and from the Follett Coping Skills Series, "Finding Work," pages: 46-48,50,62.

National Textbook Company, from their booklet in the Essential Life Skills Series, "What You Need to Know About Getting a Job & Filling Out Forms," pages 11-15,46.

Golden Corral, Family Steak House, "Application for Employment."

K mart Corporation, "Application for Employment."

Life Care Centers of America, "Application for Employment."

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Filling Out a Job Application

WHAT YOU WILL LEARN

OBJECTIVE 1 Why you should prepare a personal fact sheet.
OBJECTIVE 2 How a personal fact sheet should be prepared.
OBJECTIVE 3 Why your job application is important.
OBJECTIVE 4 How a job application should be filled out.

PREVIEW

DIRECTIONS: Before you read the whole lesson:

1. Read the title of the lesson.
2. Read the key words and their definitions.
3. Read the title of each of the five objectives.
4. Read the first two sentences under each objective.
5. Look at the sample personal fact sheet.

Now you have previewed the reading. See if you can complete the following sentence. Put a check in the box next to the best answer.

Before you fill out a job application,

☐ a. call your employer.

☐ b. go for an interview.

☐ c. prepare a personal fact sheet.

Did you check *c*? Then you are ready to begin the reading.

Job application forms

Nearly every job requires some form of written application. Most job applications have similar sections: personal information, education, work history, and references. Some applications, however, will have more sections such as physical record, military service, and special skills. The job application should be completed correctly and neatly. Like the resume, it may be the only thing that tells an employer about you.

WORDS TO KNOW

1. application - a form used in making a request
2. conviction - having been found guilty of a crime by a court of law
3. experience - knowledge or skill you have gotten from doing something yourself
4. interview - a meeting between an employer and a person applying for a job
5. not applicable - does not apply to you
6. resume - a one page summary of your skills, education, job goals and personal data
7. transfer - to move or change from one place to another

Understanding the vocabulary of forms and applications

Match the words in Column A with their definitions in Column B.

A	B
____ 1. ht./wt.	A. address to which your mail should be sent
____ 2. address	B. a female's name before marriage
____ 3. dependents	C. give permission
____ 4. apt.	D. sickness, illness
____ 5. in case of emergency notify	E. refers to name, address and telephone number of a person who can be reached in case something happens to you
____ 6. defects or disabilities	F. height, weight
____ 7. mailing address	G. anyone who relies on you for all or part of their support
____ 8. ailment	H. refers to husband's or wife's name
____ 9. soc. sec. no.	I. any physical or medical problems that might affect your work
____ 10. maiden name	J. your name written out
____ 11. authorize	K. legal papers that show how old you are
____ 12. spouse	L. having to do with marriage
____ 13. relationship	M. your social security number
____ 14. applicant's signature	N. family connection
____ 15. proof of age	O. apartment
____ 16. marital status	P. where you live

WHY YOU SHOULD PREPARE A PERSONAL FACT SHEET

A **personal fact sheet** is a page about you. On a personal fact sheet, you write down facts about your education, work experience, special skills, and hobbies. You might also list references. These are people who could say something about your character and abilities.

You should prepare your personal fact sheet *before* you ask for a job. Putting together these facts helps you to start thinking about what you have to offer an employer. It helps you to present as much positive information about yourself as you can.

HOW A PERSONAL FACT SHEET SHOULD BE PREPARED

Your personal fact sheet should include the following information: name, address, phone number, Social Security number, education, military service, work experience, special skills, interests, hobbies, and references. It should not include your age or marital status.

The sample personal fact sheet in Figure 4–1 will help you organize information about yourself. This will help you get a job.

WHY YOUR JOB APPLICATION IS IMPORTANT

After you prepare a personal fact sheet, you are ready to fill out a **job application.** A job application is a form that employers ask you to fill out when you want a job. A job application can help you get a job. It is your chance to present facts about yourself. The employer has a **legitimate,** or lawful, interest in finding out about your education, work experience, special skills, and hobbies. The employer reads your job application. Then, he or she decides whether you can do the job. You give an employer information on a job application. Include any information that will make you look your best.

Figure 4–1

PERSONAL FACT SHEET

Name _____ _____
Last First Middle Social Security Number

Address _____
Street City State Zip

Telephone (day) _____ (evening) _____ Date of Birth _____

Place of Birth _____ Citizenship _____

EDUCATION

(Elementary School) _____ (Address) _____ (Dates Attended) _____

(Secondary School) _____ (Address) _____ (Dates Attended) _____

(Other) _____ (Address) _____ (Dates Attended) _____

MILITARY SERVICE

(Branch) _____ (From) _____ (To) _____ (Type of Discharge) _____ (Rank) _____

WORK EXPERIENCE

(List last employer first and work back in time.)

(Name) _____ (Address) _____ (Dates Worked) _____

(Position Held) _____ (Reason for Leaving) _____

(Name) _____ (Address) _____ (Dates Worked) _____

(Position Held) _____ (Reason for Leaving) _____

(Name) _____ (Address) _____ (Dates Worked) _____

(Position Held) _____ (Reason for Leaving) _____

SPECIAL SKILLS

(typing, word processing, machine tools, etc.)

_____

_____

INTERESTS, HOBBIES, ACHIEVEMENTS

(cooking, wood-working, foreign languages spoken, awards and honors in school or organizations, etc.)

_____

_____

REFERENCES

PERSONAL 1. (Name) _____ (Address) _____ (Telephone) _____

2. (Name) _____ (Address) _____ (Telephone) _____

WORK 1. (Name) _____ (Address) _____ (Telephone) _____

2. (Name) _____ (Address) _____ (Telephone) _____

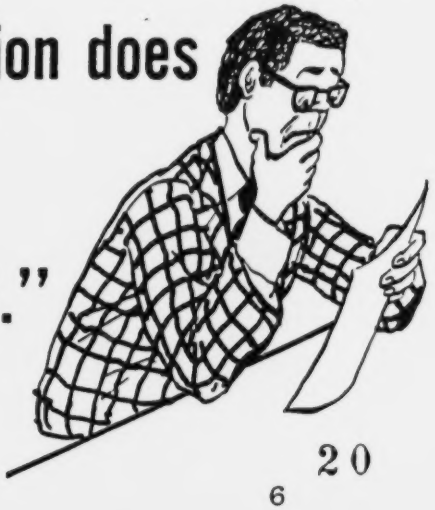
When you are given a job application to fill out, you usually also get a pen or pencil. Put the pen or pencil down. Read over the directions and all of the application carefully before filling in anything.

READ IT

FIRST!

When you have read all of the application, begin to answer the questions. Do not leave any blanks. Answer all of the questions. If a question does not apply to you, write N/A (not applicable) in the space. You should have a copy of your resume with you, so you can transfer information from your resume to the correct spaces on the application.

If a question does Not Apply to you, write "N.A."



DON'T LEAVE _____ BLANKS!

If you do not have a copy of your resume, it will take longer to fill out the application, but you should still try to answer all questions as best you can.

After you have filled out the application, go back over your answers and find problem areas. If you feel you have to explain anything, write "will explain" in the correct places. If you were fired from a past job, or any alcohol or drug related addiction and/or treatment are examples of possible problem areas. You will have a chance to explain these problem areas if and when the employer decides to interview you. Do not volunteer information about problem areas. But if you are asked, be honest. Then talk about what you have to offer (your skills, trade, work experience or education).

Understanding a job application form

The following application is divided into sections. It contains step-by-step directions. Read and study the directions before completing the applications in the next activity.

APPLICATION FOR EMPLOYMENT
(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

PERSONAL INFORMATION

(1) DATE _____

(2) NAME _____ SOCIAL SECURITY NUMBER _____
LAST FIRST MIDDLE

(3) PRESENT ADDRESS _____
STREET CITY STATE

(4) PERMANENT ADDRESS _____
STREET CITY STATE

(5) PHONE NO. _____ ARE YOU 18 YEARS OR OLDER Yes ☐ No ☐

(1) Print today's date.

(2) Print your name, last name, then first name, then middle name or initial.

YOUR FULL NAME

Print your full name. Put down your real name. Print your first name, your middle name, and your last name. Sometimes there is a blank for a woman to write her maiden name. A woman's maiden name is the name she had before she was married.

Example. Harry Raymond Brown

Example. Sandra May Green

(3) Print your present address. Be sure to include your ZIP Code.

(4) If your present address is temporary (such as a summer location) write your regular address here. If your present and permanent address are the same, print "Same" here.

(5) Clearly print the phone number where you can be reached and your Social Security Number.

YOUR MAILING ADDRESS

Print the address where you get your mail. This is your mailing address.

Example. 1538 S. Main St., Apt. 304, Boston, Mass. 02100

Example. P.O. Box 35, Chicago, Ill. 60600

YOUR TELEPHONE NUMBER, OR A NUMBER WHERE YOU CAN BE REACHED

Maybe you don't have a phone. The phone number you give is for a neighbor's phone. Put the name of that person after the telephone number.

EMPLOYMENT DESIRED

⑥ POSITION	DATE YOU CAN START	SALARY DESIRED
⑦ ARE YOU EMPLOYED NOW?	IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?	
⑧ EVER APPLIED TO THIS COMPANY BEFORE?	WHERE?	WHEN?

⑥ List the job you are asking for, when you can start, and what pay you expect.

⑦ Print "YES" if you are working now and "NO" if you are not. They are asking your permission to ask your employer about your work ability.

⑧ If you have worked there before, they want to know the location and dates you were employed. This is used to locate any records they might have on you.

⑨ EDUCATION	NAME AND LOCATION OF SCHOOL	*NO. OF YEARS ATTENDED	*DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

⑨ Name the schools you attended, the years you attended, when you graduated, and the main subjects you studied.

Now look at part 9. It asks about your EDUCATION. Your education can be a qualification for a job.

- Write in the name of each school you went to.
- Put in the complete address of each school. Or put the name of the city or town. Do this if you don't remember the exact address.
- Write Yes or No where it says DID YOU GRADUATE? Graduate means finish.

(10) SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

(11) U.S. MILITARY OR NAVAL SERVICE | RANK | PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

(12) Activities—civic, athletic, fraternal, etc.
(exclude organizations which indicate race, religion, color or national origin of members)

(10) Name any special subject you have studied.

(11) Name, if any, the branch of service you have been in and the rank you obtained. Indicate whether you are presently a member of the National Guard or Reserves.

(12) If you are active in any club, write it here. *Do not* write the name of a club that would indicate your race, beliefs, or national origin.

Remember, life experiences also can help you get a job. They were talked about in the last lesson. These are everyday things you do. They may be hobbies. They may be things you are interested in. They may be things you like to do. Sometimes they can be job qualifications.

- Did you work for a political party?
- Did you help with Girl Scouts?
- Did you work at your church?
- Do you like to sew?
- Do you like to build things?
- Do you like to work on TVs or cars?

List all the extra things you can think of.

(13) **FORMER EMPLOYERS** (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST).

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

(13) Starting with your last job, name the company you worked for and give its address. List what you were paid, the position you held, and your reason for leaving.

- Put down information about the jobs you have had.
- Tell when you started to work at a place. And tell when you left.
- SALARY means how much you were paid.

Put the last job you had on line 1. Put the one before that on line 2. Keep going back. Try to list as many as the application asks for.

(14) **REFERENCES:** GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

(14) Name three adults who can say what type of worker you are. Be sure to include full addresses and how long you have known each. All employers ask for REFERENCES. References are people who know you well. They can give information about you. But these are not members of your family. These are not boyfriends or girlfriends. Your pastor or rabbi can be a reference. Your teacher can be a reference. Your family doctor can be a reference. You will need the names, addresses, and phone numbers of these people. You should ask the people if you can use their names. You should ask them before you fill out an application. Who would be the best references for you?

PHYSICAL RECORD:

(15) DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? ☐ Yes ☐ No

PLEASE DESCRIBE:

(16) IN CASE OF EMERGENCY NOTIFY

(17) NAME ADDRESS PHONE NO.

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PRIOR NOTICE."

(18) DATE SIGNATURE

(15) Describe any major injuries or handicap that you may have.

(16) Name someone who should be reached if something happens to you on the job. The address and telephone number are very important.

(17) This is a statement written *for you.* It reads as if you wrote it. You are giving the company permission
(a) to check on any facts you have put on this application.
(b) to dismiss (fire) you if they find any of your statements false.
(c) to dismiss you at any time without giving you notice.

(18) Use today's date and sign (write out) your name.

Here are some other things which may be asked on a job application.

- MARITAL STATUS is your marriage condition. Are you single or married? Are you separated or divorced? Are you widowed? Write down the correct one.
- NUMBER OF CHILDREN means how many children you have. Fill in how many children you have. If you have no children, write 0.
- NUMBER OF DEPENDENTS means how many people you support. Do you have children? You probably support them. Does your grandmother live with you? Do you pay most or all of her bills? If you do, you support her. Your children are your dependents. Your grandmother is your dependent. You also support yourself. So count yourself as a dependent, too. Here is an example. You are married. You have two children. You support your grandmother. Then you have five dependents.

- EXTRACURRICULAR ACTIVITIES are the extra things you did in school. Football is an extracurricular activity. So are basketball, baseball, track, and other sports. Cheerleading is an extracurricular activity. Being in a science club is an extracurricular activity. So is being in the Spanish club. There are many others. Here are some.

4-H club	A dance group
Print club	Theater or speech clubs
Drafting club	

Extracurricular activities may show a company that you know extra things. They may show that you have extra experiences. They may show the company that you work extra hard. This may help you get a job. So think about your extracurricular activities. Be sure to put them on the application.

HOW A JOB APPLICATION SHOULD BE FILLED OUT

Often an employer sees your job application before he or she sees you. The job application represents you. It should be neat and complete. Clear handwriting and correct spelling will make a good first impression. Read the whole application carefully. Start filling out the application at the top. Work down so that you don't skip any items. Keep in mind the following.

- "Reason for separation" means why you left your job.
- "Physical defects" refers to bodily weaknesses. An example of a physical defect would be poor vision or poor hearing.
- Always list your last job first.
- Don't fill out any sections that say "for office use only" or "**applicants** do not write below this line." Applicants are people who are applying for jobs.

INFORMATION THAT IS NOT REQUIRED ON A JOB APPLICATION

By law, employers cannot make you answer certain questions. You answer these questions only if you want to. These questions include information on the following.

- Race.
- Religion.
- **National origin**, which is the country where you were born.
- Age, except to ask if you are under 18 or over 65.
- Sex.

- Marital status, whether you are single, married, divorced, or widowed.
- Disabilities (can be asked only if it relates to whether you can do the job).
- Arrest record (can be asked if you were ever convicted of a crime but not whether you were ever arrested).

You may choose not to answer any of the above questions. If the employer refuses to interview you unless you answer these questions, check with your State Department of Human Rights.

REVIEW OF KEY WORDS

DIRECTIONS: Fill in the blanks in the paragraph with a term from the list that follows:

job application	**personal fact sheet**	**national origin**
applicant	**legitimate**	

Lee wanted to organize information about herself. She wrote a page of information about her education, work experience, special skills, and hobbies on a _____ (1). She then felt prepared to become an _____ (2) for a job. She had to fill out the _____ (3) the employer gave her. She answered all the questions that the employer had a _____ (4) right to know. The employer did not have the right to ask about her _____ (5), the country where she was born.

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

Date July 17, 19—

Name (Last Name First) Johnson, Michael L. Soc. Sec. No. 621-01-8841

Address 422 Asbury Dr., Los Angeles, CA 90032 Telephone 555-6113

What kind of work are you applying for? stock worker

What special qualifications do you have? strong, reliable

What office machines can you operate? typewriter

Are you 18 years or older? Yes X No

SPECIAL PURPOSE QUESTIONS

DO NOT ANSWER **ANY** OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED A BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ HEIGHT _____ FEET _____ INCHES _____ ☐ WEIGHT _____ LBS. ☐ CITIZEN OF U.S. YES _____ NO _____

☐ _____

MILITARY SERVICE RECORD

Armed Forces Service _____ Yes _____ No _____ From* _____ To* _____

Branch of Service _____ Duties _____

Rank or rating at time of enlistment _____ Rating at time of discharge _____

Do you have any physical limitations that prohibit you from performing any work for which you are being considered? Yes ____ No ____. Please describe. _____

EDUCATION

SCHOOL	*NO. OF YEARS ATTENDED	NAME OF SCHOOL	CITY	COURSE	*DID YOU GRADUATE?
GRAMMAR					
HIGH	4	L.A. High School	Los Angeles	vocational	yes
COLLEGE					
OTHER					

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

EXPERIENCE

NAME AND ADDRESS OF COMPANY	DATE FROM	DATE TO	LIST YOUR DUTIES	STARTING SALARY	FINAL SALARY	REASON FOR LEAVING
Lynn's Apparel	1980	1982	preparing stock	$3.25	$3.50	need full time

BUSINESS REFERENCES

NAME	ADDRESS	OCCUPATION
Mr. Ted Anderson	Lynn's Apparel, 14921 Commons Pl.	store manager

This form has been designed to strictly comply with State and Federal fair employment practice laws prohibiting employment discrimination. This Application for Employment Form is sold for general use throughout the United States. TOPS assumes no responsibility for the inclusion in said form of any questions which, when asked by the Employer of the Job Applicant, may violate State and/or Federal Law.

TOPS Form 3286 (Revised) Litho in U.S.A.

Study the completed application on page 15 and answer the following questions about it.

1. What position does Michael want?_____
2. Which high school did he attend?_____
3. What was his high school course of study?_____
4. Has Michael attended a college or trade school?_____
5. Can he operate any special machines or equipment? If so, which?_____
6. What kind of job has he had before?_____
7. Does Michael want to work full time or part time?_____
8. Has Michael served in the armed forces?_____
9. Does Michael need to tell this employer how tall he is?_____
10. Did Michael give his weight?_____Why or why not?_____

UNIT TEST

For each of the following test items, circle on your response sheet the letter which most correctly completes the statement.

1. In filling out a job application you should first:
   - *a. fill in your name and the date*
   - *b. read over all of the application and all directions carefully*
   - *c. both a and b*
   - *d. neither a nor b*

2. On your response sheet place a check mark (✓) to the left of that task which should NOT be performed in answering all questions on the job application.
   - _____*a. print or type clearly*
   - _____*b. leave blank those questions not applicable to you*
   - _____*c. transfer information from resume to correct spaces*
   - _____*d. transfer information from "pocket resume" to correct spaces*

3. On your response sheet place a check mark (✓) to the left of that information which SHOULD be included on the resume.
   - _____*a. Social Security number*
   - _____*b. Driver's license number*
   - _____*c. part-time jobs*
   - _____*d. convictions*

4. Your "pocket resume" should include:
   - *a. part-time jobs*
   - *b. confidential information*
   - *c. both a and b*
   - *d. neither a nor b*

5. In finding problem areas on the job application, you should be ready to explain:
   - *a. your conviction record*
   - *b. termination from previous job*
   - *c. alcohol or drug related addiction or treatment*
   - *d. all of the above*

Checking Facts from the Lesson

Put an X in front of each correct statement.

____1. Most employers ask you to fill out a job application.
____2. You never need a Social Security number to get a job.
____3. A job application usually asks about your education.
____4. A job application usually asks about your experience.

Using Words from the Lesson

Write the correct words in the blanks below. Use these words.

dependent	mailing address
skill	marital status

1. _____ is your married state.
2. A _____ is someone you support.
3. The place where you get your mail is your _____.
4. Something you have learned to do is a _____.

Drawing Conclusions

Write Yes or No in front of each question.

_____1. You apply for a job as a food checker in a supermarket. You are good at arithmetic. Should you say this on a job application form?

_____2. You like to work with people. Might you be good at calling customers on the telephone?

_____3. You learned how to run a drill press in the Army. Should you say this on a job application form?

_____4. You like to cook. You are used to cooking for ten people. Will this help you get a job selling clothes?

Unit Test Key

1. b
2. b
3. c
4. c
5. d

Checking Facts from the Lesson	Using Words from the Lesson	Drawing Conclusions
1. X	1. Marital status	1. Yes
2.	2. dependent	2. Yes
3. X	3. mailing address	3. Yes
4. X	4. skill	4. No

ACKNOWLEDGMENTS

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Cambridge: The Adult Education Company, from their booklet, "Job-Hunting Know-How: Reading Strategies by Objective", pages: 22-27, and 30-31.

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Preparing a Résumé

WHAT YOU WILL LEARN

OBJECTIVE 1 Why you need a résumé.
OBJECTIVE 2 How to organize the information on your résumé.
OBJECTIVE 3 Some dos and don'ts of preparing your résumé.
OBJECTIVE 4 How a résumé should look.
OBJECTIVE 5 When to use a résumé.

PREVIEW

DIRECTIONS: Before you read the whole lesson:

1. Read the title of the lesson.
2. Read the key words and their definitions.
3. Read the title of each of the five objectives.
4. Read the first two sentences under each objective.
5. Look at the sample résumé.

Now you have previewed the reading. See if you can complete the following sentence. Put a check in the box next to the best answer.

A résumé gives information about your

☐ a. work experience

☐ b. personal life.

☐ c. health.

Did you check *a*? Then you are ready to begin the reading.

WORD LIST

1. accomplishment - something you did that you are proud of
2. career - having to do with what you do for a living
3. emphasize - to call attention to
4. employment objective - goal; where you want to be or what you want to do
5. experience - knowledge or skill you have gotten from doing something yourself
6. goal - something which you work toward
7. interview - a meeting between an employer and a person applying for a job
8. personal data - information about yourself (name, address, etc.)
9. recent - not long ago
10. reference - someone who knows your skills and abilities or someone who knows you well
11. resume - a one page summary of your skills, education, job goals and personal data

A resume is a one page summary of your skills, education, job goals and personal data. It can be the key that opens the employer's door for a personal interview.

Write your resume so that it stresses your strengths. NEATNESS COUNTS. Your resume should be type-written, and a copy should be sent or given to each company you are interested in working for.

The first item on the resume should be your personal data, including your name, address and telephone number.

John Hitchcock

Next should be your employment objective. When possible, your employment objective should be related to the job you're applying for. A short summary, giving your present and future goals should be enough.

Once you have listed your educational and employment experiences, include other important information. Some of this "other important information" could be as important as your education and employment information.

For example, volunteer activities help to round out your experience, especially if they relate to your career goals.

Include, also, any special skills such as typing, shorthand, or ability to operate special equipment. Union membership is another important piece of information which you should put in this part of your resume.

Check your progress by answering the following question. Place a check mark (✓) to the left of the item which should NOT be included in the resume:

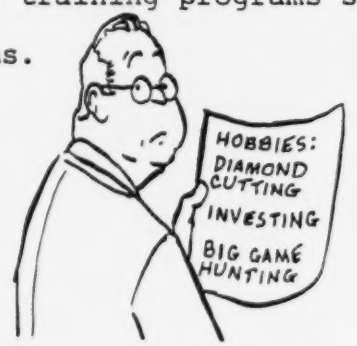
_____ a. personal data
_____ b. employment objectives
_____ c. conviction record
_____ d. education information
_____ e. employment information
_____ f. references
_____ g. special skills

Check your answer using the key below. If you get the answer right, keep reading. If you get the answer wrong, go back over what you have already read.

c

Review Question Key

Now, depending upon which is your main selling point, information on your education or employment experience should appear next. Educational information should include the names and addresses of all schools you attended, the type of program, major and minor subjects, as well as other courses related to your job goals. Give the dates you were in school and when you graduated. Give also, any degrees or certificates you received. Include colleges, high schools, GED programs, vocational or trade schools, business schools, and any training programs such as Job Corps, CETA, CCOEP, or other work programs.



Finally, you should include any hobbies or other interests, especially those relating to your career goals.

In listing information about your employment experience, begin with your most recent employer and work backwards. Include the names and addresses of past employers, both full-time and part-time, and describe the type of business. Be sure also to list the dates, the position you held, and describe your duties. List any special successes you may have had, giving facts and figures whenever possible.

SOME DOS AND DON'TS OF PREPARING A RÉSUMÉ

DO

1. Put your name, address, and phone number at the top of the résumé.
2. Write your **job objective.** Write the kind of job you are trying to find. For example, if you have good typing skills, your job objective might be clerk-typist.
3. List your work experience. Write the most recent job first. For each job you have held, write the title, the dates you worked, and the name and address of the company. Give details about what you did on the job. Use action words. For example, say you "ordered all supplies" instead of saying you "got all supplies."
4. Include details about military service.
5. List your education. Write the last school you went to first. Tell where the school is. Write the city and state. Write the dates you went to the school. Write the year you graduated. Give the title of your certificate, diploma, or degree.
6. Include any information about honors or awards you received.
7. Mention special skills and interests.

DON'T

1. Give your age.
2. Describe your health.
3. Give your **marital status**—whether you are single, married, divorced, or widowed.
4. List the number of children you have.
5. Give your height.
6. Give your weight.
7. Give your ethnic or religious group.
8. Say how much money you want.
9. List **references**—people the employer can call to check on your character and ability.
10. Send a photograph of yourself.

HOW A RÉSUMÉ SHOULD LOOK

A résumé must be neat. Type your résumé on 8½ x 11 inch white bond paper. Check it to be sure you have spelled everything correctly. If you need help preparing your résumé, go to a professional résumé service. Then, get your résumé copied by a professional copying service. You can see a sample résumé in Figure 3–1.

WHEN TO USE A RÉSUMÉ

Include your résumé when you write to an employer asking about a job. Include your résumé when you answer "Help Wanted" ads. Attach your résumé to any form you fill out in a company's personnel office when you are trying to get a job.

Your résumé represents you. Make sure that it looks good.

REVIEW OF KEY WORDS

DIRECTIONS: Fill in the blanks in the paragraph with a term from the list that follows.

marital status	**job objective**	**reverse chronological order**
references	**résumé**	

Barbara wanted to find a new job. Her _____(1)_____ was to be an office manager. She prepared a _____(2)_____ to outline her work experience, job skills and education. She organized her jobs in _____(3)_____, with her last jobs first. She did not include the names of _____(4)_____, people who would talk about her character and ability. She also left out her _____(5)_____, or the fact that she's married.

Figure 3–1

RESUME

Barbara Southwell
235 Maple Grove
Pumphrey, MD 21227

Day: 301-255-9579
Evening: 301-592-6040

JOB OBJECTIVE: Administrative Assistant, business office.

EXPERIENCE:

8/84 - present — Assistant Office Manager, Town Finance Co., Baltimore
Developed word processing application for daily office functions. Trained clerical staff and scheduled work assignments. Prepared daily and monthly reports. Assisted in preparation of budgets and of year-end financial reports. Supervised office procedures. Reorganized file system. Ordered supplies.

5/82 - 7/84 — Bookkeeper/Secretary, Midland Retail Group, Baltimore
Monthly billing for 68 stores, reconciled cash book to computer printout. Responsible for accounts payable and accounts receivable, posting to schedules and general ledger. Processed and typed all office correspondence. Filed, answered phones, took notes at meetings.

4/79 - 4/82 — Bookkeeping/Office Assistant, Cobb Services, Pumphrey
Kept books, filed, answered phones. Handled general correspondence.

EDUCATION:

Stenotype Institute of Maryland, Baltimore:
Word processing course, 6/83
Bookkeeping course, 6/80
Secretarial program, 1/79
General High School, Pumphrey. Academic diploma, history major, 6/78

SPECIAL SKILLS:

Type 60 words per minute. Shorthand.
Wang word processing.
Fluent Spanish.

USING WHAT YOU KNOW

DIRECTIONS: Study this sample résumé form. Then, put a check in the box next to the items that you should put on your résumé.

SAMPLE RESUME FORM

Name _____ Telephone

Address _____ (day) _____

_____ (evening) _____

JOB OBJECTIVE (optional) : _____

WORK EXPERIENCE:

(most recent position first; include volunteer positions if relevant)

Date _____ Title _____

(from/to) Company name and location _____

Tasks/responsibilities _____

_____

Date _____ Title _____

(from/to) Company name and location _____

Tasks/responsibilities _____

_____

Date _____ Title _____

(from/to) Company name and location _____

Tasks/responsibilities _____

_____

EDUCATION (most recent first) :

1. School _____ Location _____

Course/degree _____ Date of completion _____

2. School _____ Location _____

Course/degree _____ Date of completion _____

3. School _____ Location _____

Course/degree _____ Date of completion _____

INTERESTS (and/or special skills) :

_____

_____

MILITARY SERVICE (or draft status) :

_____

- ☐ 1. The name of your supervisor on your last job.
- ☐ 2. The locations of all schools that you attended.
- ☐ 3. The number of children you have.
- ☐ 4. Your height and weight.
- ☐ 5. The companies you worked for and their addresses.
- ☐ 6. Classes in which you did poorly.
- ☐ 7. Military service.
- ☐ 8. What you did on your jobs.
- ☐ 9. Your special skills and interests.
- ☐ 10. Whether you are married or divorced.

The cover letter should serve as an introduction to your resume. It should be typed, or written clearly in ink, on standard size paper. It should be no more than one page in length. If it is at all possible, the cover letter should be addressed to a specific individual, like the company's personnel director.

Only a small amount of information should be included in the cover letter. Give the title of the position you are applying for and how you heard about the job opening. (Include the announcement or advertisement, or the name of the person who told you about the company.) A few lines in the letter should tell why you would like to work for the company, and why you feel you are the right person for the job. Do not repeat information that is already included in your resume. Finally, say that you will be getting in touch with the employer to set-up a personal interview.

On the next page you will find a sample cover letter.

March 7, 1978

Mr. Arthur G. Mills
Personnel Director
John Doe and Sons, Inc.
123 Elm Street
Anywhere, USA 12345

Dear Mr. Mills:

I am writing to apply for the carpenter's helper position that I saw in the want ads of the Daily Tribune.

I am presently unemployed and in need of a full-time job. I feel I am qualified for the position because I once worked as a carpenter's helper for a period of slightly over a year.

Enclosed is a copy of my resume for your information. I will be contacting you soon to set-up a personal interview.

Sincerely,

Joseph S. Wilson

Enclosure

UNIT TEST

For each of the following test items, circle on your response sheet the letter which most correctly completes the statement.

1. A resume is a one page summary of your:
   - *a. skills*
   - *b. education*
   - *c. job goals*
   - *d. personal data*
   - *e. all of the above*
   - *f. a, b and c*

2. The resume can be used to:
   - *a. open the employer's door for a personal interview*
   - *b. give information about yourself so that strengths are emphasized*
   - *c. both a and b*
   - *d. neither a nor b*

3. The resume should be:
   - *a. printed in ink*
   - *b. sent or given to each company you are interested in working for*
   - *c. type-written*
   - *d. all of the above*
   - *e. b and c only*

4. In beginning the resume with personal data you should NOT include:
   - *a. name*
   - *b. address*
   - *c. marital status*
   - *d. phone number*

5. The next item on the resume after personal data should be:
   - *a. education*
   - *b. employment experience*
   - *c. employment objectives*
   - *d. none of the above*

6. Information on education includes:
   - *a. schools attended*
   - *b. dates you attended and when you graduated*
   - *c. degrees or certificates received*
   - *d. type of program, major and minor subjects and other courses related to job goals*
   - *e. important outside activities*
   - *f. all of the above*

7. In listing information on work experience, which of the following should be included?

   a. *names and addresses of past employers*
   b. *dates of employment*
   c. *position you held and specific duties*
   d. *accomplishments*
   e. *all of the above*

Match the items in Column II with the information to be included in a resume as described in Column I.

Column I	Column II
8. *ability to speak foreign languages*	a. *references*
9. *volunteer activities*	b. *need for dealing with public*
10. *special skills*	c. *ability to operate special equipment*
	d. *round out your experience*

11. In listing three references you should include:

   a. *name and position title*
   b. *address and phone number*
   c. *both a and b*
   d. *neither a nor b*

12. The cover letter should be:

   a. *no more than one page in length*
   b. *typed or written clearly in ink*
   c. *done on standard size paper*
   d. *addressed to a specific individual whenever possible*
   e. *all of the above*

13. The body of the cover letter should NOT include:

   a. *title of position applied for*
   b. *source of knowledge of job opening*
   c. *all information included in resume which applies to specific job opening*
   d. *indication that you will be contacting employer to arrange a personal interview*

Unit Test Key

1. e
2. c
3. e
4. c
5. c
6. f
7. e
8. b
9. d
10. c
11. c
12. e
13. c

From ABC to XYZ (Level 1-4) (Hartley Courseware)

This is a two-disk package that will help students learn to arrange words in correct alphabetical order. Lessons on the first disk start with the order of letters and gradually increase in difficulty. In the more advanced lessons, students alphabetize to the third letter and deal with abbreviations, initials and other tricky things. Lessons on guide words are also included.

Verb Usage 1, 2, 3, and 4. (Level 3-5) 4 disks (Hartley Courseware)

There are four disks in this series which deals with commonly misused verbs. The student must discriminate among the present, past, past participle and infinitive forms of that verb.

Verbs included in Verb Usage 1 are: DO, SEE, GO, EAT, TAKE, GIVE, BLOW, GROW, THROW.

Verbs included in Verb Usage 2 are: RUN, COME, RING, SING, BEGIN, RIDE, DRINK, SPEAK, BREAK, CHOOSE.

Verbs included in Verb Usage 3 are: SWIM, FREEZE, DRIVE, TEAR, WEAR, FLY, WRITE, BRING, DRAW, SHAKE.

Verbs included in Verb Usage 4 are: STEAL, FALL, SWING, SAY, BE IS/ARE, WAS/WERE, ISN'T/AREN'T, WASN'T/WEREN'T, DOESN'T/DON'T.

Opposites (Level 1-6) 2 disks

The two disks in this program use key words in context to help students when they make errors. This not only helps them to learn opposites but also increases their vocabulary. The lessons begin with second grade words and increase in difficulty until they include words selected from tenth grade materials.

Capitalization (Level 3-6) 2 disks (Hartley Courseware)

The first disk in this two-disk series introduces the basic rules of capitalization, while the second disk contains mastery tests for each of the items covered. Lessons include: proper personal names, titles, days of the week, months, holidays, place names and more.

Homonyms (Level 2-5) (Hartley Courseware)

The lessons on this disk begin with simple first level words (see/sea) and progress to more difficult discriminations (suite/sweet). Review lessons require the student to type the correct word rather than just select it.

Who, What, Where, When, Why (Level 1-4) (Hartley Courseware)

This program can help the beginning reader who has difficulty keeping these words straight. It provides carefully sequenced practice on these easily confused words.

When the student makes an error, the feedback includes an explanation of the correct answer.

Kittens, Kids, and a Frog (Level 1-2) (Hartley Courseware)

This is a comprehension skill builder that has stories the student is asked to read. Each story is preceded by a full color picture which can be accessed by the student at any time. Questions emphasizing inferential and factual comprehension follow each story or are interspersed within the longer ones.

Chariots, Cougars and Kings (Level 3-5) (Hartley Courseware)

This is another comprehension skill builder program which has the same features as the previous "Kittens, Kids, and a Frog"

Word Families (Level 1-3) (Hartley Courseware)

This program helps students recognize simple words. A word is presented on the screen with one letter underlined. Four other letters are shown. The student presses the <SPACE BAR> to substitute the optional letters into the base word. The student then selects between new words and nonsense words.

Word Families II (Level 2-4) (Hartley Courseware)

Using only the <SPACE BAR> and the <RETURN> key, the student must discriminate between real words and nonsense words that are created by adding consonant blends to word stems.

This easy-to-use program includes sixteen lessons: l blends, r blends, s blends, w blends, silent letters and digraphs. Consonant or blends of 1, 2, or 3 letters may be replaced.

Word Ladders (Level 2-5) (Hartley Courseware)

In this fascinating program, students are given a common word. They are then asked to change only one letter to make a completely different word. On each "step" of the ladder, the students see a clue which helps them make the new word.

Over 90 puzzles are included on the disk and the program can be modified by the teacher to create different puzzles to fit directly into the daily lesson plans.

Wordplay (Level 3-5) (Hartley Courseware)

Word-Grabber, Crypto-Word and Jumble-Word are the three exciting "games" on this disk that will help students learn to recognize and spell any new set of words. Twelve word lists are included on the disk, but you can change them or add your own.

In Word-Grabber, the student guesses letters of a word. If it takes five tries or less to guess the word, the "grabber" will munch it right before your eyes!

In Crypto-Word, the student replaces coded letters with correct letters to solve each puzzle. Word patterns, double letters, prefixes and suffixes are important clues.

In Jumble-Word, the student must unscramble letters to form a word. Its a great program to use for studying spelling lists or any set of vcocabulary words.

The following programs require the Cassette Control Device (CCD). This is an electornic device which allows the computer to activate a cassette tape recorder. Vocabulary words, directions, definitions or any other oral presentation can be recorded on the tape, then the tape will be synchronized directly with the presentation on the computer.

Vowels Tutorial (Level 1-3) (Hartley Courseware)

This three disk program provides a comprehensive introduction and review of long and short vowel sounds.

The student sees a word on the screen while the CCD gives instructions. If the student makes an error, the program branches to a picture of a word with the same vowel sound. If a rule is involved, it is repeated in a simpler form.

The computer stores student errors for later review by the teacher. CCD required.

Vowels (Level 1-3) (Hartley Courseware)

The ability to discriminate vowel sounds is one of the most difficult tasks for the beginning reader.

These programs combine a visual and an auditory stimulus with active responding and immediate feedback. By using the CCD, the teacher can literally talk to the student and tell him/her exactly what sound to look for. The computer shows the student what is missed and keeps a complete record of errors for the teacher to review when time permits.

There are fifty-three lessons in this program which cover long and short vowels, double vowels, diphthongs, r-controlled vowels, the schwa sound and much more.

CCD required.

Vocabulary-Controlled (Level 1-3) (Hartley Courseware)

Fifty-six different word lists which follow a typical linguistic or phonetic approach to reading have been entered on this disk. The first level words contain short vowel sounds, second level words include double vowel sounds and third level words have long vowel sounds.

CCD required.

Vocabulary-Dolch (Level 1-3) (Hartley Courseware)

This program contains word lists from the Dolch vocabulary, Pre-K through 3rd grade level, with additional room for you to add your own word lists or modify those already on the disk.

Using the CCD, the teacher makes tapes to accompany the program. While using the program, the student sees the word on the screen and tries to say it. Then the student hears the word (and hears the word used in context). After hearing the word, the student indicates

whether he or she knows that word. All responses are stored so the teacher can review the student's performance at a later time.

CCD required.

Create-Spell It (Level -all) (Hartley Courseware)

With this program the teacher types a spelling list. Up to 40 different lists of 10 to 20 words can be created. A tape is recorded for each lesson. The computer, via the CCD, synchronizes the tape with the presentation on the screen.

The computer lets a student know instantly when a word is missed and keeps track of those misspelled words. The teacher may see a list of the incorrect words on the screen or obtain a printout to give to the student as a study guide.

CCD required.

Create Fill-in-the-Blanks (Level 1-3) (Hartley Courseware)

In using this program, a student sees a word or phrase on the screen at the same time a recorded message is heard. This multi-stimulus presentation is exactly what some students need. The student responds as requested by the taped message. If an error is made, the incorrect answer is crossed out on the screen and the correct answer is immediately shown.

This is an easy way to build simple drills for the many difficult skills where the use of auditory input will help the student. CCD required.

The following programs deal with Math skills.

Milt's Math Drills (Level 1-4) 6 disks (Hartley Courseware)

This six disk package includes a diagnostic/testing disk, four practice disks, and a readiness skills disk.

The diagnostic test disk can be used to determine exactly what facts the student needs to work on. The recordkeeping section presents a detailed list of recommended lessons.

The four practice disks drill on addition, subtraction, multiplication, and division facts. The teacher has the option of having the drills timed or not timed.

The computer keeps track of the specific problems that a student has difficulty with and will print out a take-home letter with those facts that need extra practice.

The package also includes a disk which helps students with simple math concepts and math readiness skills. Matching patterns, matching sequences, counting, number/numeral relationships, number words and shape recognition are all included.

Clock (Level 1-4) (Hartley Courseware)

Interactive graphics are used to help students learn to convert between digital time and "clock" time.

Multi-level lessons include:
-setting the clock hands when the time is given digitally.
-typing the digital time to match the clock hands.
-setting the clock hands to such common expressions as "half-past eight, nine fifty-five,etc."

If a student misses an answer three times in a row, the computer displays the correct answer. The common expressions include hour, half hour, quarter hour and five minute increments. These can be modified if desired.

Money! Money! (Level 2-5) (Hartley Courseware)

Money! Money! uses graphic pictures to help students solve simple word problems, determine amounts in coins and bills, and work with the concept of more and less.

One of the best features of the program is the ability to change any of the lessons to create new ones. Using high-resolution shapes for coins and bills, many teachers encourage students to write their own word problems with this flexible program.

The following programs may be obtained from Educational Activities:

CORE READING AND VOCABULARY DEVELOPMENT(Level 1-3) 5 albums-16 disks (Educational Activities)

These programs are designed for older students who are beginning readers. Students begin with 35 basic words and progress to over 200 through various activities. Student learning is reinforced through the cycle of reading, timed reading, question/answer, visual-memory development, spelling, writing,and activities that encourage thinking, development of vocabulary, and phonetic patterns through modeling or discovery.

DIASCRIPTIVE READING(Level 1.5-4.5) 6 disks (Educational Activities)

The exercises in these six programs include stories and comprehension questions about topics such as ocean animals, the earth, spotted skunks, and earning money. Students also work in other interesting formats which include putting events in order, finding locations on a street map, and "Who Am I?" riddles.

FUNDAMENTALS OF READING(Level 3-6) 3 disks (Educational Activities)

Real-life, humorous stories taken from newspapers and magazines are the basis for this motivating, sequential, interactive reading program. Each of the three progressive levels of difficulty expands on previously learned skills.

Each diskette has five amusing stories followed by a range of activities including: Comprehension check - Progresses from literal to using judgement and inference; Vocabulary enhancement - Helps students understand new words in context; Cloze activities - Reinforces new vocabulary; Game - Reinforces the newly learned vocabulary from all five storeis on the diskette; Activity sheets - Thematically related to the computer stories, these activity sheets expand the skills taught.

LANGUAGE EXPERIENCE APPROACH (Level 1.5 - 4) 5 disks (Educational Activities)

Instruction in this program is relevant and of interest to older learners, is highly individualized, and provides a good 'match' with the learner's language and background experiences. Sight word vocabulary and recognition of high frequency words is enhanced.

This software directs the computer to develop lessons from the student's text input, compiles individual student word banks, and provides follow-up activities. Students improve reading and writing ability through meaningful composition, including the stages of prewriting, writing, rereading and proofreading, revising and rewriting.

USING PHONICS IN CONTEXT(Level 2-4) 5 disks (Educational Activities)

This program enables students to master phonics by practicing phonetic skills in conjunction with semantic and syntactic information in high-interest story form. Fusing word attack skills and comprehension skills, the learner masters phonics through a totally interactive and branching program.

A diagnostic pre-test identifies areas of weakness and prescribes the necessary lessons. The levels of branching include review of the concept and indepth skill development exercises when necessary.

OUR WEIRD AND WACKY WORLD (Level 3-4) (Educational Activities)
Literal Coomprehension Program: Reading with Understanding

This program consists of eight short stories, followed by word meaning and cloze practice on the computer with a follow-up practice activity sheet for each story.

FUNCTIONAL READING SKILLS SERIES (Levels 2-4) 7 disks (Steck-Vaughn)

The Functional Reading Skills Series is developed on reading levels 2-4 which contains a very controlled vocabulary throughout. There are 7 diskettes which focus on these critical reading skills: Following Directions, Locating the Answer, Getting the Facts, Getting the Main Idea, Detecting the Sequence, Using the Context, and Drawing Conclusions.

This program, which can be self-administered, contains adult-oriented contents presented in a mature format that combines intensive practice and a challenging approach for students .

VOCABULARY MACHINE (Level 1-up) (Southwest Ed Psych Services)

This program contains more than 100 words and sentences to improve reading vocabulary skills through contextual analysis skills. It includes high resolution graphics and pictures to display each vocabulary word.

GRAMMER GREMLINS (Level 3-6) (Davidson)

Grammer Gremlins helps students learn the basic rules of grammar to improve their writing and speaking skills. It contains more than 60 rules and 600 practice sentences presented on four levels of difficulty. Some of the areas coverd include: Subject/Verb Agreement, Contractions, Parts of Speech, Plurals, Punctuation, Possessives and Sentence Structure.

GRAMMER PACKAGE II (Level 2-6) (Micro Learning Ware)

Included in this program is "Contractions", "Possessive Case", "Prefixes", "Spelling Rules", and "Subject Verb Agreement".

GRAMMAR EXAMINER (Level 5 - 12) (DesignWare)

This fun journalism game provides students with a motivating, yet educational way of practicing grammar skills. In this program you begin as a cub reporter with The Grammmar Examiner newspaper, and, if you can learn to edit stories well, you could gradually move up in position and salary until you become the Editor-in-Chief. Problems include a wide variety of different grammar concepts.

FUNDAMENTAL PUNCTUATION PRACTICE (Level 3-4) 2 disks (Random House)

This program contains 33 lessons in all of the basic punctuation skills, from periods after initials to quotation marks and commas separating subordinate clauses. Each punctuation mark is first presented alone. After the skill has been mastered through several lessons, periodic review lessons give multi-skills practice.

STORY BOARD (Level 3-6) (Data Command)

This program uses the computer as a versatile and innovative writing tool. Students freely choose their own characters, plots, and settings. A data base of 80 single-line graphics on a wide range of subjects inspires ideas and lets students illustrate their books, if they wish.

The following may be purchased from Learning Services, publisher in parentheses:

BASIC GRAMMER (Level 3-6) (AIMS Media)

This is a multi-media program featuring both the video cassette and the computer software. The student views the video on the lesson he/she is learning then practices on the computer to review what has been learned. Students are quizzed, given immediate feedback, taken through review when necessary, and tested.

The following may be ordered from National School Products, publisher in parentheses:

LETTER RECOGNITION (Level - Beginning) (Hartley Courseware)

This is a "first" program for a person just beginning to learn the location of letters and numbers on the keyboard. Using large letters or numbers, first an upper case letter is shown, then the student must find that letter on the keyboard. More difficult lessons require matching digits and simple number words to digits. The correct letter or number blinks until the right key is pressed.

WINNING WITH PHONICS (Level 1-4) (Micro Media)

This game program gives practice in virtually all structural or phonetic parts of words. It's appealing, challenging fun, and endlessly patient.

LEARN ABOUT SOUNDS IN READING (Level 1-3) (Easy Reader)

This program begins with phonics by introducing the sounds of vowels and consonants in reading: short vowels, long vowels, and initial consonants, the phonics skills necessary for the beginning reader to develop successful reading.

SENTENCE WIZARD (Level 1-2) (Compu-teach)

This game teaches the student how to construct sentences by teaching him/her to choose verbs, subjects, and objects and to combine them with appropriate sentence fragments. When a sentence is created, pictures on the screen animate its meaning.

THE READING MACHINE (Level 1-3) (SouthWest Ed Psych Services)

In this program, over 28 skill levels sample the basic reading domain: upper case letter matching, letter sequencing, beginning consonants, ending consonants, short vowels, consonant blends, long vowels, consonant digraphs and vocabulary.

CRYPTO CUBE (Level 2-up) (Designware)

This is an educational, yet entertaining word game. The game screen consists of a rotating cube which shows four sides with squares similar to a crossword puzzle. The object of the game is to uncover words hideen behind the squares. Words are grouped into categories, such as animals, countries and food groups. The word list can be exposed if the player needs help.

VOCABULARY CHALLENGE (Level 2-up) (Mindscape)

Offered in this program is four activities that reinforce word association, analogy, word recognition, classification, and word definitions for more than 3,000 words. Each activity includes multiple difficulty levels and provides immediate feedback to the student.

The basic grammer taught in this program is nouns, verbs and modifiers. Students are taught to identify nouns in sentences; to identify common markers of nouns (a, an, the); and to form plurals and possessives. Viewers learn to identify verbs in sentences, to understand the verb 'to be' and its forms 'is' and 'was' as special linking verbs; and to understand agreement and tense. The program teaches how to identify adjectives and adverbs; how to use modifiers, and what they are; and identifies -'ly' as a characteristic ending of adverbs.

WHERE IN THE WORLD IS CARMEN SANDIEGO? and WHERE IN THE USA IS CARMEN SANDIEGO? (Level 4-9) 2 programs (Borderbund)

These two programs use mystery, intrigue and adventure to teach geography as the user pursues master thieves to the far corners of the globe or the United States, (depending on which program one is using). As the students unearth clues that lead them to their next destination they become seasoned detectives and knowledgeable world travelers, too.

SPELL IT (Level 1-6) Program and data disks (Davidson)

Spell It reviews the basic spelling rules and provides an interesting and challenging format for learning to spell the most commonly misspelled words.

Spell It contains 50 word lists covering 1,000 of the most commonly misspelled words grouped into five levels of difficulty. In addition, there are more than 20 spelling rules presented.

See It, Practice It, Unscramble It and Spell It are four exciting learning activities that encourage the student to become familiar with spelling rules, study words in syllables, and use difficult-to-spell words in sentences.

WORD ATTACK (Level 4-up) (Davidson)

Word Attack has 675 words grouped by difficulty into nine levels. There are 27 word lists that include adjectives, nouns, and verbs.

This program contains 4 learning activities: Word Display, Multiple-Choice Quiz, Sentence Completion, and the Word Attack Game which offer a variety of activities to encourage the learning of new words and their meanings.

COMPU-READ (All levels) (EduWare)

A reading improvement course that increases reading speed and comprehension through the tachistoscope method. Includes letters, words and sentences, plus you can add your own reading material. Automatically adjusts presentation speed according to student's performance.

M-SS-NG L-NKS (Level 3-up) (Sunburst)

In these language puzzles a passage from an outstanding selection of writings appears with letters or words missing. The pattern of missing letters or words varies with the nine difficulty levels, providing over 500 different puzzles. Students fill in the blanks by

making educated guesses based on their built-in knowledge of word structure and spelling, grammar, meaning in context, and on their sense of literary style.

WORD-A-MATION (Level 4-up) (Sunburst)

In this vocabulary game, students learn about synonyms, antonyms, homophones, tense, spelling and category names by transforming words using six special machines.

Word-A-Mation gives students a starting word and the ending word of a word chain. Students muct decide how to transform the word using their machines. Letter clues are available.

WORD DETECTIVE (Level 3-up) (Sunburst)

This word game provides a challenge for students. It offers students a group of letters and challenges them to form as many words as possible from the given letters.

ESL PICTURE GRAMMAR (Beginning - Intermediate) (Gessler)

In this visually interactive program, the student is shown a picture of a subject and an object and is told which verb tense to use in order to create a sentence with all three elements. Starting with simple affirmative statements, the program builds in complexity to negatives and questions for the present, past, future and progressive tenses. Visual cues assist students in correcting errors.

CROSSWORD MAGIC (All levels) (Mindscape)

Create your own crossword puzzles. Add words from any of your language lessons and 'Crossword Magic' will automatically format them into a puzzle and store them. Print them or play the puzzle on the screen.